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ABSTRACT

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a nursing assistant program in Florida postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and a set of student performance standards for nursing assistant courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behavior the student is expected to be able to demonstrate in order to show mastery of each standard. The guide also provides information on the following topics: facilities, equipment, and supplies, and safety for nursing assistant education classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a list of 19 print materials and 15 audiovisual materials). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, self-check with answers, written test with answers, and performance test. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the nursing assistant field. (KC)

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

NURSING ASSISTANT

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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

NURSING ASSISTANT

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

February 1989

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INTRODUCTION

The Florida Vocational Program Implementation Guide can be applied to all vocational programs in Florida. This program guide, however, was developed specifically for the Nursing Assistant program to provide information that will be useful to local school-district and community-college administrators, faculty and instructors, program advisory committee members, regional coordinating councils, regional criminal justice training centers, and others charged with the responsibility of offering vocational education programs. The final planning and evaluation of any educational program, however, must be done within the context of local conditions. This publication will serve to identify the major concerns that should be considered in the organization, operation, and evaluation of a vocational education program.

Vocational education has evolved to meet the needs of students desiring to pursue selected careers or vocations. In general, vocational education is designed to provide programs, services, and activities that are realistic in light of present and future employment opportunities. In recent years, applications of science and technology have expanded rapidly, increasing the education and training required of personnel. The new technologies require many additional technical supportive staff to carry out both standardized and specialized procedures.

Today, vocational education is an increasingly viable option for students. The Florida Department of Education (DOE) shares with business, government, and industry the determination to provide opportunities for upward mobility to as many Floridians as possible. For this to become a reality, exemplary career educational programs must be created and these programs must be consistent throughout the state.

State Board of Education Administrative Rule 6A-10.24: Articulation between universities, community colleges, and school districts outlines steps and guidelines that will bring about a systematic interrelationship among Florida institutions offering similar or related courses and programs. The rule states, in part, that

> when a student transfers among postsecondary vocational-technical centers, community colleges, and universities, the receiving institution shall award credit for courses satisfactorily completed at the previous institutions when the courses are judged to be equivalent to courses offered at the receiving institution.

This program guide helps ensure that equivalency. Throughout Florida, vocational programs, if implemented according to the criteria described in this document, will help many citizens fill an important place in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Nursing Assistant program is based on occupational competencies and employability skills required on the job in nursing. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

Students enrolled in this program should be able to benefit from the instructional content with reasonable expectations for entry-level employment upon successful completion of the program.

This section includes a program description and job titles in Nursing Assistant Occupations, information on licensure and credentialing, and a matrix of SPSs and four nursing programs to indicate the relationship between the Nursing Assistant program and the other three programs: Home Health Aide, Patient Care Assistant, and Practical Nursing. The Curriculum Framework and Student Performance Standards for the Nursing Assistant program are also included.

Program Description

Health Occupations is a group of planned, specialized instructional programs structured to enable students to begin and to refine prescribed competencies required for employment in a cluster of health occupations or in a specific occupation chosen as a career objective.

The Nursing Assistant program includes learning experiences, both classroom and practical, that are concerned with providing students with career information and job requirements for the various health occupations. It provides students with an initial exposure to the skills and attitudes associated with careers in health occupations. The basic skills and attitudes related to Nursing Assistant are indicated as intended outcomes in the Curriculum Framework of this guide.

Job Title and Description

Job Title: Nursing Assistant

Description: The nursing assistant contributes to patient care by performing selected basic nursing competencies under the immediate supervision of licensed nursing personnel. The role of the nursing assistant, by definition, is one of assisting licensed personnel in the care of patients. The nursing assistant is neither a professional nurse nor a licensed practical nurse, nor should his or her activities be such as to constitute the practice of nursing as defined in Chapter 464, F.S., and in the Rules and Regulations of the Florida State Board of Nursing.

Nursing assistants perform certain well-defined competencies for selected patients. The term "selected patient" is intended to mean that the registered professional nurse shall render the judgment necessary to select patients according to their state of dependency. Hence, licensed personnel will select only those patients who are independent of the need for the special skills of licensed practical/vocational nurses (LPNs/LVNs) or registered nurses (RNs) for assignment to

nursing assistants. This selection must be performed by the person in charge after a careful evaluation of the patient's need (nursing care plan).

An assessment of the ability of the individual nursing assistant to perform assigned competencies must be made by the licensed person making the assignment. A planned nursing care assignment implies that the registered professional nurse has made the foregoing judgment to determine the competencies that the individual nursing assistant can safely perform and has assumed the legal responsibility for such an assignment.

Determination of Need: Demonstrated need for nursing assistants is determined through a survey of local health agencies.

Florida Nursing Assistant Certificate

Nursing homes are to hire only certified nursing assistants as of October 1986 (Section 400.211, F.S.).

The Florida Department of Education will issue a certificate to any person who has

1. successfully completed a nursing assistant program from a state-approved school
2. passed the state certification examination and has proved documentation of six months of successful employment as a nursing assistant.

Content

The nursing assistant is a competency-trained worker. The program content is directed toward the learning of selected competencies, which the assistant carries out with selected patients. These competencies, as suggested in this publication, are taught to prepare nursing assistant students to function under the immediate supervision of licensed nursing personnel.

Because job requirements for the nursing assistant vary in employing agencies, the skills that are taught in the program provide basic job-entry preparation. If additional skills are required, they should be taught by the employing agencies through inservice education.

Test Item Bank

Multiple-choice test items for Nursing Assistant, written by teachers in the field, will be available Fall 1989. For more information or to obtain these materials, contact your Testing and Assessment Coordinator, Superintendent, or Supervisor.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education.

Provided on the following pages are the Curriculum Framework and Student Performance Standards for Nursing Assistant courses as listed in the official Vocational Education Program Courses Standards document. Since these SPSs are occasionally updated, you may need to check with your district's Health Occupations Education Supervisor and the regional Program Specialist for a current version every year.

CURRICULUM FRAMEWORK
FLORIDA DEPARTMENT OF EDUCATION

PROGRAM AREA: Health Occupations
EFFECTIVE DATE: July, 1989

PROGRAM TITLE: Nursing Assistant

CODE NUMBER: Secondary 8418100 Postsecondary HCP0100
Florida CIP H017.060200

SECONDARY SCHOOL CREDITS: 1 COLLEGE CREDITS: ____
POSTSECONDARY ADULT VOCATIONAL CREDITS: ____

APPLICABLE LEVELS: ____ 7-9 ____ 9-12
___ Postsecondary Adult Vocational ____ Postsecondary Vocational
x Other 11-12, 30, 31

CERTIFICATION COVERAGE: NURSING ED @5; PRAC NURSE 7

I. **Major Concepts/Content.** The program is designed to prepare students for employment as nursing assistants/nurse aides (70061010) in nursing homes, or to provide supplemental training for persons previously or currently employed in these occupations. Successful completion of the program from an approved school prepares the student for certification for employment as a Nursing Assistant in a nursing home in accordance with Chapter 82-163, Florida Statutes.

The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work practices, clerical skills, basic patient care, life span including gerontology, nutrition, pet-facilitated therapy, health and safety including CPR (heart saver) and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

II. **Laboratory Activities.** Students will perform nursing skills in the clinical and/or simulated laboratory settings under the supervision of a qualified registered nurse instructor.

Clinical and/or simulated laboratory learning experiences must correlate with didactic instruction.

For nursing assistant certification, clinical and/or cooperative education learning experiences must be obtained in a licensed nursing home.

III. **Special Note.** The Health Occupations Students of America, Inc., is an appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of the curriculum.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: a training plan, signed by the student, the teacher, and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

This program may be offered for up to 120 hours at the postsecondary adult level in accordance with the expressed wishes of the nursing home industry. It is recommended that when the cooperative method of instruction is used, the on-the-job training portion will be offered in addition to the 120 hours. It is recommended that students be checked off as competent in the required skills before receiving the state certificate.

Completion of this program should enable the postsecondary student to be given advanced standing in the Patient Care Assistant program (HCP0600) and the Practical Nursing program (HCP0400).

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing the program, the student will be able to:

01. Use verbal and written communication.
02. Demonstrate legal and ethical responsibilities.
03. Provide emergency care.
04. Perform aseptic techniques.
05. Describe the anatomy and physiology of the human body.
06. Perform physical comfort and safety functions.
07. Provide personal patient care.
08. Perform nursing procedures.
09. Apply principles of nutrition.
10. Provide care for geriatric patients.
11. Apply the principles of infection control.
12. Provide bio-psycho-social support.
13. Perform supervised management functions.
14. Assist with rehabilitative activities.
15. Demonstrate employability skills.
16. Demonstrate knowledge of sexually transmitted diseases (STDs), including AIDS.

STUDENT PERFORMANCE STANDARDS

EFFECTIVE DATE: Recommended 1989

PROGRAM AREA: Health Occupations

SECONDARY NUMBER: 8418100

PROGRAM TITLE: Nursing Assistant

POSTSECONDARY NUMBER: HCP0100

01.0 USE VERBAL AND WRITTEN COMMUNICATION--The student will be able to:

- 01.01 Identify and use various forms of communication.
- 01.02 Identify barriers to communication.
- 01.03 Use basic medical terminology and approved abbreviations.
- 01.04 Demonstrate effective interpersonal relationships.
- 01.05 Receive and give oral report of patient's status.
- 01.06 Report and record objective, pertinent observations.
- 01.07 Maintain current documentation.
- 01.08 Obtain specified data from patient and family.
- 01.09 Utilize verbal and written information to assist with the patient's plan of care.

02.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES--The student will be able to:

- 02.01 Practice within the role and scope of the job description.
- 02.02 Identify the role of each health care team member.
- 02.03 Explain the patient's "Bill of Rights."
- 02.04 Maintain confidentiality of patient information.
- 02.05 Describe the purpose of the chain of command (e.g., to resolve patient or employee problems).
- 02.06 Follow policies and procedures affecting the health, safety, and well-being of patients.
- 02.07 Recognize and report signs and symptoms of abuse and neglect.
- 02.08 Recognize and report signs of substance abuse.
- 02.09 Follow legal guidelines in charting.

03.0 PROVIDE EMERGENCY CARE--The student will be able to:

- 03.01 Perform emergency measures, including CPR.
- 03.02 Identify emergency evacuation procedures.

04.0 PERFORM ASEPTIC TECHNIQUES--The student will be able to:

- 04.01 Wash hands.

05.0 DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY--The student will be able to:

05.01 Describe the basic structure and function of body systems.
05.02 Describe the relationships of body systems in providing patient care.

06.0 PERFORM PHYSICAL COMFORT AND SAFETY FUNCTIONS--The student will be able to:

06.01 Care for equipment and supplies.
06.02 Maintain patient units.
06.03 Maintain service areas on the units.
06.04 Observe and report patient's daily behavior.
06.05 Observe and report patient's mental awareness.
06.06 Adjust bed and siderails.
06.07 Lift, hold, or transfer a patient, using good body mechanics.
06.08 Transfer patient from bed to wheelchair, using mechanical lifters.
06.09 Turn and position patient.
06.10 Apply protective devices as directed (e.g., vest, belt, wrist, and ankle mitt).
06.11 Apply comfort devices as directed (e.g., footboard, overbed cradle, sandbag, alternating pressure mattress).
06.12 Assist patient to dangle.
06.13 Assist patient to walk.
06.14 Assist patient in crutch-walking.
06.15 Assist patient in using cane.
06.16 Assist patient in using walker.
06.17 Assist patient in using wheelchair.

07.0 PROVIDE PERSONAL PATIENT CARE--The student will be able to:

07.01 Give bed bath.
07.02 Assist with tub bath or shower.
07.03 Give shampoo.
07.04 Shave patient.
07.05 Provide skin care.
07.06 Provide foot care.
07.07 Groom hair.
07.08 Groom nails.
07.09 Assist with oral hygiene.
07.10 Give denture care.
07.11 Administer oral hygiene to an unconscious patient.
07.12 Assist with using bedside commode.
07.13 Assist with using bedpan.
07.14 Assist with using urinal.
07.15 Assist patient to dress.
07.16 Assist with meals.

08.0 PERFORM NURSING PROCEDURES—The student will be able to:

08.01 Admit patient.
08.02 Transfer patient.
08.03 Discharge patient.
08.04 Make unoccupied/occupied bed.
08.05 Take and record patient's pulse and respiration.
08.06 Take and record patient's blood pressure.
08.07 Take and record patient's temperature.
08.08 Take and record patient's height and weight.
08.09 Assist patient in passive range of motion exercises.
08.10 Apply anti-embolic hose.
08.11 Collect routine urine specimen.
08.12 Strain urine.
08.13 Collect and test urine for sugar and acetone.
08.14 Collect timed urine specimen.
08.15 Monitor catheter drainage system.
08.16 Monitor fluid intake and output (I&O).
08.17 Observe, record, and report patient's emesis.
08.18 Assist patient with sitz bath.
08.19 Monitor and assist with care of catheters.
08.20 Change ostomy appliance.
08.21 Collect stool specimen.
08.22 Assist with postmortem care.

09.0 APPLY PRINCIPLES OF NUTRITION—The student will be able to:

09.01 Identify nutrients and food groups.
09.02 Explain regional, cultural, and religious food patterns.
09.03 Describe special diets.
09.04 Prepare a basic food plan.
09.05 List factors which must be considered when storing food.

10.0 PROVIDE CARE FOR GERIATRIC PATIENTS—The student will be able to:

10.01 Identify safety principles as related to the elderly.
10.02 Describe general characteristics, particular needs, and problems of the elderly.
10.03 Identify attitudes and living habits which promote positive mental and physical health for the elderly.
10.04 Distinguish between fact and fallacy about the aging process.
10.05 Identify community resources and services available to the elderly.
10.06 Apply reality orientation techniques.
10.07 Provide and involve patients in diversional activities.
10.08 Identify common alterations in elderly patient behavior.
10.09 Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).

11.0 APPLY THE PRINCIPLES OF INFECTION CONTROL—The student will be able to:

11.01 Provide care for patients with infectious diseases.
11.02 Identify at-risk behavior which promotes the spread of AIDS.
11.03 Identify the public education necessary to combat the spread of sexually transmitted diseases.
11.04 Practice universal precautions according to Centers for Disease Control guidelines.
11.05 Serve isolation food tray.
11.06 Put on and remove isolation garments.
11.07 Collect specimen from isolated patient.
11.08 Remove materials from isolation unit.

12.0 PROVIDE BIO-PSYCHO-SOCIAL SUPPORT—The student will be able to:

12.01 Identify basic human needs.
12.02 Discuss family roles and their significance to health.
12.03 List community resources for individual and family health.
12.04 Identify components of the grief process.
12.05 Respond to emotional needs of patient and family.

13.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS—The student will be able to:

13.01 Organize patient care assignments.
13.02 Complete assignments accurately and in a timely manner.

14.0 ASSIST WITH REHABILITATIVE ACTIVITIES—The student will be able to:

14.01 List the purposes of rehabilitation program.
14.02 Assist patient with specified rehabilitation needs.
14.03 Assist patients to reach optimum level of independence.

15.0 DEMONSTRATE EMPLOYABILITY SKILLS—The student will be able to:

15.01 Conduct a job search.
15.02 Secure information about a job.
15.03 Identify documents that may be required when applying for a job.
15.04 Complete a job application.
15.05 Demonstrate competence in job interview techniques.
15.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
15.07 Identify acceptable work habits.
15.08 Demonstrate knowledge of how to make job changes appropriately.
15.09 Demonstrate acceptable employee health habits.

16.0 DEMONSTRATE KNOWLEDGE OF SEXUALLY TRANSMITTED DISEASES (STDs), INCLUDING AIDS—The student will be able to:

16.01 Distinguish between fact and fallacy about the transmission and treatment of STDs.

16.02 Identify community resources and services available to victims STDs.

16.03 Identify at-risk behaviors which promote the spread of AIDS and the public education necessary to combat the spread of STDs.

16.04 Apply infection control techniques designed to prevent the spread of STDs to the care of all patients, following Centers for Disease Control guidelines.

Relationships among Four Nursing Programs

Since the passage of the Nursing Assistant Certification Law, the nursing home industry has asserted that many of the school districts and community colleges were offering the Nursing Assistant program for too many hours. The industry wanted the program to be offered as much as possible in the nursing homes in order to make up for the shortage of nursing assistants. In an effort to meet the industry's work-force needs, the program was shortened to 120 hours for the postsecondary adult program and to one credit for the secondary program.

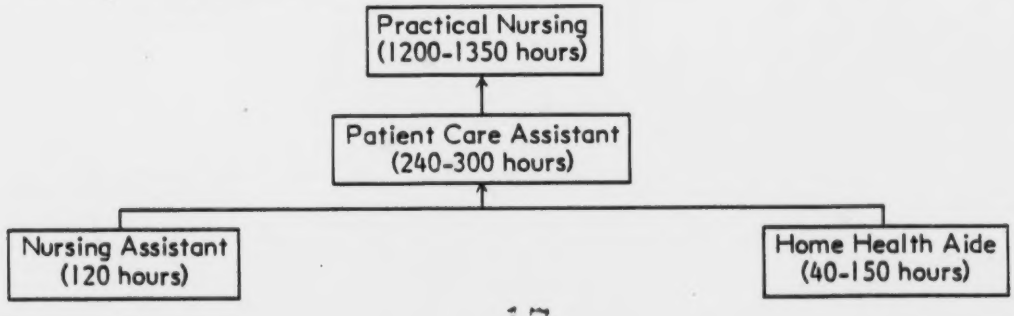
Originally, Geriatric Aide was considered for the program title. However, the program advisory committee recommended the use of terminology contained in the law that is specifically directed towards the nursing assistants employed in nursing homes. Thus, the program was titled Nursing Assisting and then was changed to Nursing Assistant at the request of the industry.

In order to prepare individuals to be versatile and employable in hospitals, clinics, home health agencies, private homes, and nursing homes, the Patient Care Assistant program was established. Patient Care Assistant is, therefore, a combination of Nursing Assistant (certification required for nursing homes), Home Health Aide (documentation required for home health agencies), and Hospital Nursing Assistant (no certification or documentation required by law). The recommended length of the Patient Care Assistant program is 300 hours for the postsecondary program and two credits for the secondary program.

Students who have completed an approved Nursing Assistant program should receive advance standing in the Patient Care Assistant program. Both Nursing Assistant and Patient Care Assistant programs will be eligible to submit for Nursing Assistant certification.

Those students who have completed an approved Nursing Assistant program can take an additional 40 hours of instruction in the Home Health Aide (HHA) program to be employable not only in nursing homes but also in private homes and home health agencies. The Home Health Aide program is designed to train students in skills and attitudes necessary for providing services to the patients as stated in **Rules of the Florida Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68.** This 40-hour Home Health Aide program is offered by home health agencies as well as by public schools.

The following diagram shows a relationship among the four nursing programs (Practical Nursing, Patient Care Assistant, Nursing Assistant, and Home Health Aide) and the **recommended** hours for each program.



Matrix of Nursing Programs and Intended Outcomes/Student Performance Standards

A matrix of these four nursing programs and their Intended Outcomes and SPSs is provided below to indicate their relationships in terms of the coverage of SPSs. It should be noted that the depth and scope of the coverage of each Intended Outcome and SPS are different in each of these four programs; Home Health Aide (HHA) is least comprehensive and the Practical Nursing (PN) most comprehensive. For example, the SPS, "Describe the basic structure and function of body systems," in the PN program should be covered in more depth and in wider scope than that SPS in the HHA, NA, or PCA program.

In addition to this matrix, it is also recommended that the NA, PCA, and HHA programs be articulated so that the students who have completed the NA program do not repeat the same instruction in the PCA or in the HHA program or vice versa.

For more specific information on the Curriculum Frameworks and SPSs for the HHA, PCA, and PN programs, see the current version of the Vocational Education Program Course Standards.

Programs				Intended Outcomes/SPSs
HHA	NA	PCA	PN	
x	x	x	x	01.0 USE VERBAL AND WRITTEN COMMUNICATION.
x	x	x	x	1. Identify and use various forms of communication.
x	x	x	x	2. Identify barriers to communication.
x	x	x	x	3. Use basic medical terminology and approved abbreviations.
x	x	x	x	4. Demonstrate effective interpersonal relationships.
x	x	x	x	5. Receive and give oral report of patient's status.
x	x	x	x	6. Report and record objective, pertinent observations.
x	x	x	x	7. Maintain current documentation.
			x	8. Document changes in patient behavior and mental awareness.
x	x	x	x	9. Obtain specified data from patient and family.
x	x	x	x	10. Utilize verbal and written information to assist with the patient's plan of care.
		x	x	11. Demonstrate basic computer skills.
x	x	x	x	02.0 DEMONSTRATE LEGAL AND ETHICAL RESPONSIBILITIES.
			x	1. Identify the components of the Nurse Practice Act.

HHA	NA	PCA	PN	
x	x	x	x	2. Practice within the role and scope of the job description.
x	x	x	x	3. Identify the role of each health care team member.
x	x	x	x	4. Explain the patient's "Bill of Rights."
x	x	x	x	5. Maintain confidentiality of patient information.
x	x	x	x	6. Describe the purpose of the chain of command (e.g., to resolve patient or employee problems).
x	x	x	x	7. Follow policies and procedures affecting the health, safety, and well-being of patients.
x	x	x	x	8. Recognize and report signs and symptoms of abuse and neglect.
x	x	x	x	9. Recognize and report signs of substance abuse.
x	x	x	x	10. Follow legal guidelines in charting.
			x	03.0 DESCRIBE HUMAN GROWTH AND DEVELOPMENT.
			x	1. Describe characteristics of growth and development from conception to birth.
			x	2. Describe characteristics of growth and development from birth through preschool.
			x	3. Describe characteristics of growth and development from school age through adolescence.
			x	4. Describe characteristics of growth and development of the adult through the life span.
x	x	x	x	04.0 PROVIDE EMERGENCY CARE.
x	x	x	x	1. Perform emergency measures, including CPR.
x	x	x	x	2. Identify emergency evacuation procedures.
x	x	x	x	05.0 PERFORM ASEPTIC TECHNIQUES.
x	x	x	x	1. Wash hands.
			x	2. Apply and remove sterile gloves and gown.
			x	3. Apply sterile dressing.
			x	4. Open sterile equipment and supplies.
			x	5. Maintain sterile field.
			x	6. Clean and disinfect instruments and equipment.

HHA	NA	PCA	PN		
x	x	x	x	06.0	DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY.
x	x	x	x	1.	Describe the basic structure and function of body systems.
x	x	x	x	2.	Describe the relationships of body systems in providing patient care.
			x	3.	Describe the structure and function of the respiratory system.
			x	4.	Describe the structure and function of the cardiovascular system.
			x	5.	Describe the structure and function of the muscular-skeletal system.
			x	6.	Describe the structure and function of the nervous, skin, and sensory systems.
			x	7.	Describe the structure and function of the reproductive system.
			x	8.	Describe the structure and function of the urinary system.
			x	9.	Describe the structure and function of the digestive system.
			x	10.	Describe the structure and function of the endocrine system.
x	x	x	x	07.0	PERFORM PHYSICAL COMFORT AND SAFETY FUNCTIONS.
x	x	x	x	1.	Care for equipment and supplies.
x	x	x	x	2.	Maintain patient units.
	x	x	x	3.	Maintain service areas on the units.
x	x	x	x	4.	Observe and report patient's daily behavior.
x	x	x	x	5.	Observe and report patient's mental awareness.
x	x	x	x	6.	Adjust bed and siderails.
x	x	x	x	7.	Lift, hold, or transfer a patient, using good body mechanics.
	x	x	x	8.	Transfer patient from bed to wheelchair, using mechanical lifters.
		x	x	9.	Transfer patient to stretcher.
x	x	x	x	10.	Turn and position patient.
x	x	x	x	11.	Apply protective devices as directed (e.g., vest, belt, wrist, and ankle mitt).
x	x	x	x	12.	Apply comfort devices as directed (e.g., footboard, overbed cradle, sandbag, alternating pressure mattress).
x	x	x	x	13.	Assist patient to dangle.
x	x	x	x	14.	Assist patient to walk.
x	x	x	x	15.	Assist patient in crutch-walking.
x	x	x	x	16.	Assist patient in using cane.
x	x	x	x	17.	Assist patient in using walker.
x	x	x	x	18.	Assist patient in using wheelchair.

HHA	NA	PCA	PN	
x	x	x	x	08.0 PROVIDE PERSONAL PATIENT CARE.
x	x	x	x	1. Give bed bath.
x	x	x	x	2. Assist with tub bath or shower.
x	x	x	x	3. Give shampoo.
x	x	x	x	4. Shave patient.
x	x	x	x	5. Provide skin care.
x	x	x	x	6. Provide foot care.
x	x	x	x	7. Groom hair.
x	x	x	x	8. Groom nails.
x	x	x	x	9. Assist with oral hygiene.
x	x	x	x	10. Give denture care.
x	x	x	x	11. Administer oral hygiene to an unconscious patient.
x	x	x	x	12. Assist with using bedside commode.
x	x	x	x	13. Assist with using bedpan.
x	x	x	x	14. Assist with using urinal.
x	x	x	x	15. Assist patient to dress.
x	x	x	x	16. Assist with meals.
x	x	x	x	09.0 PERFORM NURSING PROCEDURES.
	x	x	x	1. Admit patient.
			x	2. Assist the RN with patient assessments.
	x	x	x	3. Transfer patient.
	x	x	x	4. Discharge patient.
x	x	x	x	5. Make unoccupied/occupied bed.
		x	x	6. Make surgical bed.
	x	x	x	7. Take and record patient's pulse and respiration.
	x	x	x	8. Take and record patient's blood pressure.
	x	x	x	9. Take and record patient's temperature.
	x	x	x	10. Take and record patient's height and weight.
x	x	x	x	11. Assist patient in passive range of motion exercises.
x	x	x	x	12. Apply anti-embolic hose.
x	x	x	x	13. Collect routine urine specimen.
x	x	x	x	14. Strain urine.
x	x	x	x	15. Collect and test urine for sugar and acetone.
	x	x	x	16. Collect timed urine specimen.
x	x	x	x	17. Monitor catheter drainage system.
		x	x	18. Collect clean-catch (midstream voided) urine specimen.
x	x	x	x	19. Monitor fluid intake and output (I&O).
x	x	x	x	20. Observe, record, and report patient's emesis.
		x	x	21. Apply hot and cold applications.
x	x	x	x	22. Assist patient with sitz bath.
	x	x	x	23. Monitor and assist with care of catheters.
		x	x	24. Apply pelvic belt for traction.

HHA	NA	PCA	PN	
		x	x	25. Apply cervical collar.
			x	26. Monitor chest drainage system.
			x	27. Monitor patients, following special procedures (e.g., I.V.P., myelogram, MRI, CAT scan).
		x	x	28. Apply bandage.
		x	x	29. Apply binders.
		x	x	30. Apply brace.
		x	x	31. Apply splints.
		x	x	32. Care for patient in skin and skeletal traction.
		x	x	33. Clean tong/pin site.
		x	x	34. Change clean dressing.
			x	35. Insert urinary catheter.
			x	36. Obtain specimen from urinary drainage tubing.
			x	37. Measure urine specific gravity.
			x	38. Remove retention catheter.
x	x	x	x	39. Change ostomy appliance.
			x	40. Connect nasogastric tube to suction machine.
			x	41. Administer gavage feeding.
			x	42. Perform neurological checks.
			x	43. Give enema.
		x	x	44. Logroll patient.
x	x	x	x	45. Collect stool specimen.
			x	46. Collect sputum specimen.
		x	x	47. Test stool for occult blood.
			x	48. Perform naso-oral-pharyngeal suction.
			x	49. Perform tracheostomy care.
			x	50. Irrigate urinary catheter.
			x	51. Monitor continuous urinary bladder irrigation.
			x	52. Irrigate ear.
			x	53. Irrigate eye.
			x	54. Irrigate nasogastric tube.
			x	55. Irrigate vaginal canal.
			x	56. Irrigate wound.
			x	57. Irrigate oral cavity.
			x	58. Irrigate colostomy.
			x	59. Collect gastric analysis specimen.
			x	60. Instruct patient in breathing exercises.
			x	61. Obtain and test a drop of blood for sugar.
			x	62. Assist with physical examinaton.
			x	63. Assist patient with diagnostic procedures.
			x	64. Set up vaporizer/humidifier.
			x	65. Administer oxygen.
			x	66. Observe intravenous infusion.
	x	x	x	67. Assist with postmortem care.
x		x	x	68. Assist patient with taking self-administered prescribed medication in the home.

HHA	NA	PCA	PN	
			x	10.0 ADMINISTER MEDICATION.
			x	1. Demonstrate the five steps of administering medication.
			x	2. Observe and respond to patient's need for medication.
			x	3. Administer topical medication.
			x	4. Administer inhalants.
			x	5. Administer oral medication.
			x	6. Administer sublingual medication.
			x	7. Administer rectal medication.
			x	8. Administer vaginal medication.
			x	9. Administer eye medications.
			x	10. Administer ear drops.
			x	11. Administer nose drops.
			x	12. Administer intramuscular injection (including Z-tract).
			x	13. Administer intradermal injection.
			x	14. Administer subcutaneous injection.
			x	15. Monitor and document use of controlled substances.
			x	16. Instill bladder medication.
			x	17. Care for equipment and supplies used to administer medications.
			x	18. Instruct patient regarding self-administration of medications.
			x	19. Observe and communicate effects of medications.
			x	20. Document administration of medication and patient's response on medical record.
			x	21. Store medications properly.
x	x	x	x	11.0 APPLY PRINCIPLES OF NUTRITION.
x	x	x	x	1. Identify nutrients and food groups.
x	x	x	x	2. Explain regional, cultural, and religious food patterns.
x	x	x	x	3. Describe special diets.
x		x	x	4. List factors which must be considered when purchasing food.
x	x	x	x	5. Prepare a basic food plan.
x	x	x	x	6. List factors which must be considered when storing food.
x			x	7. Identify methods of food preparation.
			x	12.0 PROVIDE CARE FOR MEDICAL/SURGICAL PATIENTS.
			x	1. Identify signs and symptoms of diseases/disorders of the body systems.

HHA	NA	PCA	PN	
			x	2. Identify diagnostic tests used in the treatment of diseases/disorders of the body systems.
			x	3. Identify medications used in the treatment of diseases/disorders of the body systems.
			x	4. Identify nutritional needs of patients with diseases/disorders of the body systems.
			x	5. Identify common alterations in patients with psychological disorders.
			x	6. Care for the patient with respiratory disease/disorder.
			x	7. Care for the patient with cardiovascular disease/disorder.
			x	8. Care for the patient with muscular-skeletal disease/disorder.
			x	9. Care for the patient with nervous, skin, and sensory disease/disorder.
			x	10. Care for the patient with reproductive disease/disorder.
			x	11. Care for the patient with urinary disease/disorder.
			x	12. Care for the patient with digestive disease/disorder.
			x	13. Care for the patient with endocrine disease/disorder.
			x	13.0 PROVIDE CARE FOR MATERNAL/NEWBORN PATIENT.
			x	1. Describe prenatal care.
			x	2. Admit patient to labor and delivery.
			x	3. Monitor contractions.
			x	4. Monitor fetal heart rate.
			x	5. Recognize signs of fetal distress.
			x	6. Prepare patient for Caesarean.
			x	7. Describe care during delivery process.
			x	8. Describe Apgar score.
			x	9. Suction infant's respiratory passage with bulb syringe.
			x	10. Identify infant using mother's bracelet.
			x	11. Weigh and measure infant.
			x	12. Bathe infant.
			x	13. Carry infant.
			x	14. Feed infant.
			x	15. Collect urine specimen from infant.
			x	16. Provide postpartum care.
			x	17. Perform perineal care.
			x	18. Provide breast care.
			x	19. Instruct mother in infant care.
			x	20. Assist with circumcision.
			x	21. Apply dressing to circumcision site.
			x	22. Clean infant genitalia and diaper.

HHA	NA	PCA	PN	
			x	23. Discharge obstetric patient.
			x	14.0 PROVIDE CARE FOR PEDIATRIC PATIENTS.
			x	1. Adapt nursing care for the pediatric patient.
			x	2. Apply safety principles for the pediatric patient.
			x	3. Describe general characteristics, particular needs, and problems of pediatric patients.
			x	4. Prepare patient and family for the hospital experience.
			x	5. Identify signs and symptoms of common disorders/diseases.
			x	6. Implement prescribed nutritional requirement.
			x	7. Provide diversion and recreational activities.
x	x	x	x	15.0 PROVIDE CARE FOR GERIATRIC PATIENTS.
x	x	x	x	1. Identify safety principles as related to the elderly.
			x	2. Adapt nursing care/safety principles as related to the elderly.
x	x	x	x	3. Describe general characteristics, particular needs, and problems of the elderly.
x	x	x	x	4. Identify attitudes and living habits which promote positive mental and physical health for the elderly.
x	x	x	x	5. Distinguish between fact and fallacy about the aging process.
			x	6. Identify signs and symptoms of common disorders/diseases.
x	x	x	x	7. Identify community resources and services available to the elderly.
x	x	x	x	8. Apply reality orientation techniques.
x	x	x	x	9. Provide and involve patients in diversional activities.
x	x	x	x	10. Identify common alterations in elderly patient behavior.
x	x	x	x	11. Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, impaired body functions).
x	x	x	x	16.0 APPLY THE PRINCIPLES OF INFECTION CONTROL.
x	x	x	x	1. Provide care for patients with infectious diseases.

HHA	NA	PCA	PN	
x	x	x	x	2. Identify at-risk behavior which promotes the spread of AIDS.
x	x	x	x	3. Identify the public education necessary to combat the spread of sexually transmitted diseases.
x	x	x	x	4. Practice universal precautions according to Centers for Disease Control guidelines.
		x	x	5. Set up isolation unit.
x	x	x	x	6. Serve isolation food tray.
x	x	x	x	7. Put on and remove isolation garments.
	x	x	x	8. Collect specimen from isolated patient.
x	x	x	x	9. Remove materials from isolation unit.
		x	x	17.0 PROVIDE CARE FOR PREOPERATIVE AND POSTOPERATIVE PATIENTS.
			x	1. Provide preoperative teaching.
		x	x	2. Shave and prep patient.
			x	3. Prepare patient for operating room.
			x	4. Prepare patient's medical records for operating room.
			x	5. Provide postoperative care.
x	x	x	x	18.0 PROVIDE BIO-PSYCHO-SOCIAL SUPPORT.
x	x	x	x	1. Identify basic human needs.
x	x	x	x	2. Discuss family roles and their significance to health.
x	x	x	x	3. List community resources for individual and family health.
x	x	x	x	4. Identify components of the grief process.
x	x	x	x	5. Respond to emotional needs of patient and family.
x	x	x	x	19.0 PERFORM SUPERVISED MANAGEMENT FUNCTIONS.
x	x	x	x	1. Organize patient care assignments.
x	x	x	x	2. Complete assignments accurately and in a timely manner.
			x	3. Complete requisitions.
x	x	x	x	20.0 ASSIST WITH REHABILITATIVE ACTIVITIES.
x	x	x	x	1. List the purposes of rehabilitation program.
x	x	x	x	2. Assist patient with specified rehabilitation needs.
x	x	x	x	3. Assist patients to reach optimum level of independence.

HHA	NA	PCA	PN	
x		x	x	21.0 PERFORM HOME HEALTH CARE SERVICES.
x		x	x	1. Follow an established work plan with the patient and family.
x		x	x	2. Perform patient-related cleaning tasks and laundry.
x		x	x	3. Identify methods for medication storage.
x	x	x	x	22.0 DEMONSTRATE EMPLOYABILITY SKILLS.
x	x	x	x	1. Conduct a job search.
x	x	x	x	2. Secure information about a job.
x	x	x	x	3. Identify documents that may be required when applying for a job.
x	x	x	x	4. Complete a job application.
x	x	x	x	5. Demonstrate competence in job interview techniques.
x	x	x	x	6. Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
x	x	x	x	7. Identify acceptable work habits.
x	x	x	x	8. Demonstrate knowledge of how to make job changes appropriately.
x	x	x	x	9. Demonstrate acceptable employee health habits.
x	x	x	x	23.0 DEMONSTRATE KNOWLEDGE OF SEXUALLY TRANSMITTED DISEASES (STDs), INCLUDING AIDS.
x	x	x	x	1. Distinguish between fact and fallacy about the transmission and treatment of STDs.
x	x	x	x	2. Identify community resources and services available to victims of STDs.
x	x	x	x	3. Identify at-risk behaviors which promote the spread of AIDS and the public education necessary to combat the spread of STDs.
x	x	x	x	4. Apply infection control techniques designed to prevent the spread of STDs to the care of <u>all</u> patients, following Centers for Disease Control guidelines.

FACILITIES

This section includes facility design criteria, a list of suggested equipment and supplies, and safety for the Nursing Assistant program.

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Nursing Assistant programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of eighteen students are as follows:

Program Facility	Minimum (sq. ft.)	Normal (sq. ft.)	Maximum (sq. ft.)
Laboratory	250	263	275
Classroom	500	525	550
Library/Reference	140	150	160
Storage Area	120	125	130
Lockers, Student	125	135	145
Teacher Planning	150	155	160
Reception Area	125	135	145
Reference	95	100	105

District schools and community colleges desiring to vary from size and occupancy design criteria may do so by providing justification in the educational specifications documents, which are subject to the approval of the Office of Educational Facilities Construction.

It is recommended that the facility be designed to the maximum square footage whenever possible if growth is anticipated. Attrition should be considered when determining student capacity. Space is allotted based on the number of students admitted. Should the average number of students admitted per year be more than eighteen, additional space will be allotted. This space can be added to existing space to increase room size or can be utilized as necessary to enhance student learning (e.g., additional classrooms, learning lab, etc.).

A double sink with hot and cold running water and work ledge space is necessary in demonstration and laboratory areas. Electrical outlets are needed for both 220 and 110 volts. A stove and refrigerator unit will require a 220-volt outlet. Several 110-volt outlets should be available throughout the classroom and demonstration areas for media and electrical medical equipment.

Effective vocational education must be taught in a facility with equipment similar to what will be found in a modern work situation. The overall approach to planning for the Nursing Assistant education suite should be from the point of view that it will, insofar as possible, simulate nursing-home conditions. Additionally, the facility should, whenever possible, be located close to or within existing health occupations education programs to facilitate sharing

instructional equipment and classroom space. Parking should be located relatively close to the facility because of frequent off-campus travel.

Suggested Equipment and Supplies

The following list indicates suggested equipment and supplies and is not comprehensive.

Trapezoid tables
Chairs
Chalkboard
Bulletin board
Four-drawer file cabinets
57-inch x 72-inch classroom tables
Large bookcases for reference use
Instructor's desk and chair
Torso and portable carrier
Skeleton with cabinet
Wall-mounted anatomical charts
Anatomical models of cell, skin, heart, lung, kidney, and reproductive organs
Filmstrip projector
Cassette player
16mm film projector (autoload with sound and portable table)
Wall-mounted projector screen
Carousel slide projector with cassette player
Overhead projector with portable table
Selected filmstrips, films, slides
Lectern
Resuscitation training model
Chase adult mannequin
Charts and sample patient records
Balanced scale
Sphygmomanometers
Stethoscopes
Teaching stethoscopes
Hospital beds, mattresses, pillows, side rails, I.V. poles
Thermometers, glass
Thermometers, digital
Wheelchair with leg extensions and locks
X-ray view box, mounted
Wash basins, emesis basins, carafes, and trays
Bedpans and urinals
Stretcher with mattress and side rails
Adjustable bedside commode
Gooseneck lamp
Aquathermia pad
Bed cradle
Foodboard
Test tubes and holders
Refrigerator
Washer/dryer
Oven
Microwave oven

Shampoo basin
Overbed tables, bedside tables, and highback chairs
Copy machine
Hampers with bags
Linen cart
Footstools
Geri-chair
Glass utility jars (sterile technique)
Dressing cart
Medication chart
Pencil sharpener
Instrument trays for sterile technique
Bassinet
Child's crib
Typewriter
Computers and software
Orthopedic and pediatric specialized equipment (e.g., traction, etc.)
Hoyer lifts
Special tubs (sitz baths, etc.)
VCR with television monitor

Safety

The Florida State Board of Education established rules for the operation of public schools. **Chapter 6A-2, Part III, Section B,** of these rules contains the standards for existing educational facilities. Subsections deal with the entire facility in regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Nursing Assistant programs, it is suggested that strict adherence to the general standards contained in the above-mentioned rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan, etc.).

PROGRAM IMPLEMENTATION

This section includes information that may help you implement the Nursing Assistant program: student admission requirements, suggested instructional approach, suggested teaching methods, evaluation criteria, the certificate of completion, an explanation of the components of a student learning guide, cooperative training, and student organization participation.

Student Admissions Requirements

In accordance with the Course Code Directory, the Nursing Assistant program is offered to students at grade levels 11, 12, 30, and 31. There are no specific student admissions criteria other than those that may be required by local education agencies.

Suggested Instructional Approach

The instructional content of this vocational program is based on tasks performed and employability skills required on the job. The criteria used for evaluating student performance are determined by job performance standards. Each task to be performed, the conditions under which the student must perform, and the standard by which the performance will be evaluated are made known in explicit terms--in writing--to the student (and to any other interested persons) before instruction. The statement containing this information is often called a performance objective.

Content and pacing decisions are based on the instructional needs of the individual student; that is, on the discrepancies between necessary skills and current skill attainments. Ways of meeting these needs are determined by an assessment of the student's aptitudes, learning styles, and career goals. At any one time, different students will be working on different objectives.

Each student is expected to acquire the necessary knowledge and skills to demonstrate, through performance of each task, that he or she has reached the specified standard of performance. Since actual performance is the only reliable proof of competence, successful completion of the program is dependent on the student's demonstrated attainment of the knowledge and skills for which instruction has been provided.

Competency-based vocational education is strongly recommended as the instructional approach to training students in the Nursing Assistant program.

Suggested Teaching Methods

Teaching and learning are inseparable, and together they represent an interactive process between the person teaching and the person learning. Teaching occurs only if and when the learner exhibits some measurable change in behavior. The following are assumptions pertaining to teachers, learners, and the learning process:

1. Learning is transferable. What is learned in one situation can be transferred to another and used to clarify it.

2. Learning takes place faster when moving from simple to the more complex in an orderly, logical way.

3. Learning takes place faster if the learner "sees" something familiar in a new experience. Each experience serves as a background for future experiences.

4. Learning does not occur by itself. Knowledge is influenced by the learner's frame of mind. Attitudes develop towards what is being learned.

5. When a learner sees a charted course geared to specific goals and needs, he or she perseveres.

6. Learning implies activity on the part of the learner.

The instructor implements the course content by designating each skill to be learned and by planning the learning sequence. Instruction may consist of a demonstration or showing a film reinforcing the unit, ordering practice in the learning lab, and giving a performance examination.

Of necessity, there will be lecture and discussion. Time should be allowed for questions and answers. Discussion of problems encountered in the work-practice situation should receive consideration, as this is the "real world."

All types of visual aids can be employed to help clarify concepts for the student. The nursing assistant student needs simple, uncluttered visual assistance to help him or her learn more effectively. Many such visual aids are teacher-made rather than commercial.

The student should be provided with an outline of the course that includes the topics to be covered. Any other handout material needed for clarification of topics should also be used.

Supervised student practice, including demonstration and return demonstration, should be an integral part of the program.

Evaluation Criteria

Evaluation of the student's performance in classroom, lab, and clinical situations should be based on

1. quality of work both in written and practical application

2. classroom participation
3. ability to organize and complete assignments
4. ability to perform safely in the clinical area
5. interpersonal relations.

In the classroom and lab, the student will be evaluated by quizzes, tests, and reports; by progress charts; and by skills checklists. In the clinical area, progress charts and skills checklists will be used.

Students are supervised when performing competencies until, in the instructor's judgment, they are able to function safely with minimum assistance.

Certificate of Completion

A certificate indicating competencies achieved, attendance, and grade level should be awarded to the student upon completion of the program. This can be done by using the Career Merit Achievement Plan (MAP) for Nursing Assistant.

Student Learning Guide

As mentioned in Instructional Approach in the Florida Vocational Education Program Implementation Guide, competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent Nursing Assistants. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides or modules.

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide is not complete--it presents basic components of a competency-based student learning guide: introduction, objectives, a list of resources, learning activities, information sheets, self-check and answer sheet, activity sheets, a written test, and a performance test. An answer key to the written test is included in the instructor version of the learning guide.

The following components are often included in a student learning guide:

The **introduction,** which includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide stating why this topic is important to study and what this guide is about (Other information, such as the relationship between this guide and other guides, can be included on this sheet also.)

The **objectives,** which include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies

The **resources,** which include instructional materials the students should use to study and tools and supplies students should have access to in order to complete this guide

The **learning activities,** which include a list of steps students should take in order to master the objectives

An **information sheet** may need to be developed if the existing instructional materials do not cover enough content for students to master the objectives

The **self-check,** which consists of questions designed to help students review what they have studied

The **activity sheet,** which is designed to help students practice hands-on tasks for performance objectives (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

The **written test,** which is to measure the student's achievement on the knowledge objectives

The **performance test,** which is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives

The student learning guide may consist of two or more sets of the above components (as the sample student learning guide in the Appendix does) if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to incorporate instructional events such as

1. gaining attention
2. stating objectives
3. recalling prerequisites
4. providing instructional stimulus
5. providing learning guidance
6. eliciting performance
7. providing feedback
8. assessing performance
9. enhancing retention and transfer.

Cooperative Training

The Cooperative on-the-Job Training (OJT) course for Nursing Assistant may be taken by a student for one or more semesters. The specific student performance standards that the student should master to earn credit **must be specified in the OJT training plan.** This plan should include a list of OJT and in-school learning experiences and should be signed by the student, instructor, employer, and cooperative program coordinator. Besides the training plan, each student should have access to a work station with relevant tools and equipment that can facilitate the student's mastery of skills and knowledge necessary to function as a nursing assistant in a nursing home.

The teacher-coordinator must visit each job site **at least** once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

The student must receive compensation for work performed on the job and may earn multiple credits.

The student should contact his or her principal, county DCT coordinator, Health Occupations Education Supervisor, or Vocational Education Director for additional information such as the required rules, regulations, guidelines, and forms. This information may include requirements for enrolling in the Nursing Assistant Cooperative Program, objectives of the program, teacher-coordinator responsibilities, monthly schedules, training plan, employment attendance record, training agreement form, and student skills record.

Student Organization Participation

The vocational student organization associated with the Nursing Assistant program is Health Occupations Students of America, Inc.

Health Occupations Students of America

The Florida Association of Health Occupations Students of America (HOSA) is specifically designed for students enrolled in health occupations programs. The HOSA activities are included as an integral part of the health occupations education curricula and complement and enrich instruction in each program area.

HOSA stresses student participation in cooperatively planning and conducting projects involving community service, career planning, social service, parliamentary procedure, public speaking, and program-related, competency-based competitive events.

HOSA stresses the recognition and promotion of the worth and dignity of each member and the development of both leadership and "followship" skills. The importance of maintaining health and striving for students' increased knowledge and skill in health occupations education programs is inherent in the HOSA philosophy. Participation in HOSA helps to foster integrity, enthusiasm, and devotion to a career in the health occupations.

Involvement in HOSA will assist students in assuming responsibility, in working cooperatively, and in becoming more proficient in their chosen health-occupations careers. The national HOSA motto is: "The Hands of Youth Mold the Health of Tomorrow."

PROFESSIONAL DEVELOPMENT

Teacher Standards and Technical Updating

Certification

Listed below are the certification coverages included in the current Course Code Directory for Nursing Assistant:

NURSING ED @5
PRAC NURSE 7

Other Qualifications

Local education agencies may qualify the teacher to teach Nursing Assistant by having fulfilled one or more of the following requirements:

1. The teacher has obtained a regular or temporary Florida teacher's certificate with appropriate coverages.
2. The teacher has been approved by the local school board, in accordance with official school policy.
3. The teacher holds a regular or temporary Florida teacher's certificate with other than appropriate coverage, but has met all occupational experience requirements for appropriate certification and has been approved by the local school board to teach out of field.
4. Community college instructors should meet the requirements of the individual college.

Technical Updating

For technical and professional updating inservice activities, instructors at high schools and area vocational-technical centers should contact the district Teacher Education Center (TEC) and Health Occupations supervisors. Community college instructors should contact the department of Program and Staff Development of the individual college.

Professional Organizations and Support Services

Membership in professional associations offers vocational educators an enormous range of opportunities for working together to strengthen the field and to develop personal competence and satisfaction in work. The associations have similar goals and activities. They seek excellence in program content by means of joint efforts

among members, communications that keep members current, forums for the discussion of issues in the field, stimulating publications, and useful professional growth experiences at local, state, regional, and national meetings and annual conventions. They are concerned with increasing public understanding and support of the field. They are also good sources of resource materials.

American Association of Retired Persons
1909 K Street, NW
Washington, DC 20049
(202) 872-4700

American Health Care Association
P. O. Box 35050
Washington, DC 20005
(202) 833-2050

American Hospital Association
Division of Nursing
840 N Lake Shore Drive
Chicago, IL 60611
(312) 280-6422

American Society for Healthcare Education and Training
American Hospital Association
840 N Lake Shore Drive
Chicago, IL 60611
(312) 280-6113

Florida Hospital Association
P. O. Box 531107
Orlando, FL 32853-1107
(305) 841-6230

Florida Vocational Association
1420 N Paul Russell Road
Tallahassee, FL 32301
(904) 878-6860

Health Occupations Education Division
American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Health Occupations Educators Association of Florida
Dr. Larry Hudson, President
University of Central Florida
Orlando, FL 32816
(305) 275-2950

Health Occupations Students of America (HOSA)
Department of Education
Knott Building
Tallahassee, FL 32399
Attention: Myra Saley
(904) 488-7019

National League for Nursing
10 Columbus Circle
New York, NY 10019
(212) 582-1022

INSTRUCTIONAL RESOURCES

Print Materials

Applying for a Job. Employability Skills Series. Tallahassee, Fla.: Florida Department of Education, 1981.

Badasch, Shirley, and Chesboro, Doreen. The Health Care Worker. Bowie, Md.: Brady Communications Co., 1985.

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Rambo, Beverly, and Wood, Lucille. Nursing Skills for Clinical Practice. Philadelphia, Pa.: W. B. Saunders, 1982.

Schneidman, Rose, and Lambert, Susan. Being a Nursing Assistant. 4th ed. Bowie, Md.: Brady Communications Co., 1986.

Sorrentino, Sheila. Textbook for Nursing Assistants. 2nd ed. St. Louis, Mo.: C. V. Mosby, 1987.

Standard First Aid and Personal Safety. 2nd ed. Washington, D.C.: American National Red Cross, 1979.

Taber's Cyclopedic Medical Dictionary. 15th ed. Philadelphia, Pa.: F. A. Davis, 1985.

Understanding Aging and Human Needs. Washington, D.C.: American Health Care Association, 1978.

Williams, Sue. Mowry's Basic Nutrition and Diet Therapy. St. Louis, Mo.: C. V. Mosby, 1984.

Audiovisual Materials

Career Aids
20417 Nordhoff Street
Department N-5
Chatsworth, CA 91311
(818) 341-8200

Anatomy and Physiology (filmstrips, charts, and transparencies)
Being a Nurse Assistant (filmstrips)
Ethics for the Nursing Assistant (filmstrips)
Hygiene and Comfort (filmstrips)
Vital Signs (filmstrips)

Concept Media
P.O. Box 19524
Irvine, CA 92713
(800) 233-7078

Basic Nursing (filmstrips)
Perspectives on Aging (filmstrips)

Health Education Aids
Goddard, KS 67052
(316) 794-2216

Basic Anatomy and Physiology (filmstrips)

Med-Com
P. O. Box 116
Garden Grove, CA 92642
(800) 854-2485

Basic Nursing (various AV formats)
Biologic Changes of Aging: Physical Appearance and the Special Senses (various AV formats)

Southerby Productions
5000 E Anaheim Street
Long Beach, CA 90804
(213) 498-6088

Gateway to the Mind, Parts One and Two (film)
Hemo the Magnificent, Parts One and Two (film)

State of Florida
Department of Education
Knott Building
Tallahassee, FL 32399
(904) 488-0405

Health Service Aide, Parts One and Two (filmstrip)

Sunburst Communications
39 Washington Avenue
Room MB12
Pleasantville, NY 10570
(800) 431-1934

First Aid: Newest Techniques (three series of filmstrips)

FEIS Service

If you need (1) information about copyright; (2) a list of instructors teaching in nursing assistant programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301 (904) 487-2054. FEIS will tailor its service to meet your needs on information concerning resource materials.

APPENDIX

Sample Student Learning Guide

SAMPLE

STUDENT LEARNING GUIDE_____

Program: Nursing Assistant

Intended Outcome 08.0: Perform Nursing Procedures

SPS 08.06: Take and Record the Patient's Blood Pressure

Introduction: Important indications of the resident's health are vital signs. The vital signs are temperature, pulse, respiration, and blood pressure. These are called vitals because they provide vital information about the health of a person. As a nursing assistant, you will need to measure these vital signs almost every day.

This guide is designed to help you learn how to measure and record blood pressure accurately.

OBJECTIVES

Knowledge Objectives

1. Identify the systolic blood pressure and the diastolic blood pressure.
2. Identify common factors that increase and decrease blood pressure.
3. Define abnormally high blood pressure and abnormally low blood pressure.
4. Identify types of sphygmomanometers and name their parts.
5. Identify the procedure of measuring and recording blood pressure.

Performance Objective

Given a sphygmomanometer, a stethoscope, and antiseptic pads, obtain a resident's blood pressure.*

Your performance on all tasks listed below should be evaluated as satisfactory.

Tasks

1. Assemble the necessary equipment.
2. Prepare to measure the resident's blood pressure.*
3. Wrap the sphygmomanometer cuff around the resident's arm.
4. Close the screw valve on the air-pressure bulb.
5. Place the stethoscope over the brachial artery.
6. Squeeze the air-pressure bulb to inflate the cuff.
7. Open the screw valve and slowly release air.
8. Note and record the systolic pressure and the diastolic pressure.
9. Remove the cuff from the resident.
10. Clean and replace the equipment.

*Resident may be a classmate.

RESOURCES

References

Lewis, LuVerne Wolff. Fundamental Skills in Patient Care. Philadelphia, Pa.: J. B. Lippincott Co., 1984.

Will, Connie A., and Eighmy, Judith B. Being a Long-term-care Nursing Assistant. Bowie, Md.: Robert J. Brady Co., 1983.

Tools, Equipment, and Supplies

A sphygmomanometer
A stethoscope
Antiseptic pads
Resident's health record form or paper
Pencil

LEARNING ACTIVITIES

Objective: Take and record the patient's blood pressure.

Procedures

1. Read Being a Long-term-care Nursing Assistant, p. 94, and Fundamental Skills in Patient Care, p. 148, for the terms related to blood pressure.

2. Read Fundamental Skills in Patient Care, p. 148, for the factors influencing blood pressure.

3. Read Being a Long-term-care Nursing Assistant, p. 95, and Fundamental Skills in Patient Care, pp. 148-149, for the types and parts of a sphygmomanometer.

4. Study the Information Sheet for the procedure for measuring and taking blood pressure.

5. Complete the Self-check and check your answers with the Answer Sheet. Make sure to review the resource materials and information sheet if you missed any questions.

6. Complete the Activity Sheet and check your work with your instructor.

7. Complete the Written Test.

8. Complete the Performance Checklist.

BEST COPY AVAILABLE

INFORMATION SHEET

When you measure a resident's blood pressure, you are listening to the brachial pulse as it sounds in the brachial artery in the resident's arm and watching an indicator in order to take a reading. Since it requires a lot of practice to measure blood pressure accurately, take and record blood pressure as often as possible, using the following steps as a general procedure:

STEP 1: Assemble the necessary equipment: a sphygmomanometer, a stethoscope, and antiseptic pads.

STEP 2: Prepare to measure the resident's blood pressure. To do this,

a. clean the earplug of the stethoscope with an antiseptic pad
b. assist the resident into a comfortable position
c. place the sphygmomanometer on a firm, level surface
d. make sure that the cloth cuff does not have air in it.

STEP 3: Wrap the sphygmomanometer cuff around the resident's arm and fasten the cuff securely.

STEP 4: Close the valve on the air-pressure bulb by turning the screw clockwise.

STEP 5: Place the stethoscope over the brachial artery. To do this,

a. put the earplug of the stethoscope in your ears
b. with your fingertips, find the brachial artery at the inner side of the arm above the elbow
c. place the bell of the stethoscope over that area.

STEP 6: Squeeze the air-pressure bulb to inflate the cuff until you get a reading of 160 on the gauge.* Watch the gauge while inflating it.

CAUTION: You must not overinflate the cuff.

STEP 7: Open the valve by turning the screw counterclockwise, and slowly release air.

STEP 8: Note the systolic pressure. To do this,

a. continue to release air slowly until you hear a faint thumping sound in the stethoscope
b. when you hear this thumping, watch your gauge move
c. remember or record the number at which this thumping occurred.

*You may need to go higher than 160 if the resident's systolic pressure is greater than 160.

STEP 9: Note the diastolic pressure. To do this,

a. continue to release air in the cuff evenly and slowly
b. remember or record the number when you no longer hear the thumping sound.

STEP 10: Record your readings. Record the systolic pressure over the diastolic pressure; for example,

$$\frac{120}{80} \quad \text{or} \quad 120/80$$

STEP 11: Remove the earplug of the stethoscope from your ears.

STEP 12: Remove the cuff from the resident.

STEP 13: Assist the patient into a comfortable position.

STEP 14: Clean and place the equipment in the appropriate area.

If you feel confident that you have achieved the knowledge objectives, go on to the Self-check.

SELF-CHECK

Directions: Each of the questions or incomplete statements is followed by four suggested answers or completions. Circle the best answer(s) (a, b, c, d).

1. What is the highest point of pressure in the arteries?

   a. hypertension
   b. hypotension
   c. systolic pressure
   d. diastolic pressure

2. What are the common factors influencing blood pressure?

   a. age
   b. sex
   c. fever
   d. weather

3. Which of the following conditions tend to increase the pulse rate?

   a. sleep
   b. exercise
   c. cold
   d. stress

4. Which equipment is used to measure blood pressure?

   a. sphygmomanometer
   b. thermometer
   c. otoscope
   d. stethoscope

5. When measuring blood pressure, you should place the cloth cuff of the measuring equipment around the resident's

   a. shoulder
   b. lower arm
   c. upper arm
   d. wrist.

6. When should you note or record the number for the diastolic pressure?

   a. when you don't hear the thumping sound anymore while releasing air from the air-pressure bulb
   b. when you start releasing air from the air-pressure bulb
   c. when you hear a thumping sound in the stethoscope while releasing air
   d. when you don't hear any sound in the stethoscope

ANSWER SHEET FOR SELF-CHECK_____

1. c
2. a, b, c
3. b, d
4. a, d
5. c
6. a

All of your answers should agree with the answers on this Answer Sheet. If you missed any, go back and repeat one or more of the Learning Activities. If you answered everything correctly, go on to the Activity Sheet to practice taking and recording blood pressure.

ACTIVITY SHEET_____

Directions: Tell your instructor that you are ready to measure and record blood pressure for practice. Your instructor and you should make arrangements for this activity. Then take and record the resident's blood pressure and rate your performance using the following checklist.

Task	Yes	No
1. Assembled the sphygmomanometer, stethoscope, and antiseptic pads?		
2. Cleaned the earplug of the stethoscope with an antiseptic pad?		
3. Had the resident in a comfortable position?		
4. Placed the sphygmomanometer on a firm, level surface?		
5. Made sure that the cloth cuff didn't have air in it?		
6. Wrapped the sphygmomanometer cuff around the resident's arm and fastened the cuff securely?		
7. Closed the valve on the air-pressure bulb by turning the screw clockwise?		
8. Put the earplug of the stethoscope in your ears?		
9. Placed the bell of the stethoscope over the brachial artery at the inner side of the arm above the elbow?		
10. Inflated the cuff until the reading on the gauge was 160?		
11. Made sure that the cuff was not overinflated?		
12. Opened the valve by turning the screw counterclockwise, and slowly released air?		
13. Recorded the systolic pressure reading, at which you heard a faint thumping sound in the stethoscope or you saw your gauge move?		
14. Continued to release air in the cuff evenly and slowly?		
15. Recorded the diastolic pressure reading when you no longer heard the thumping sound?		

Continued on the next page.

ACTIVITY SHEET (continued)

Task	Yes	No
16. Recorded the systolic and diastolic pressure readings, systolic over diastolic?		
17. Removed the earplug from your ears?		
18. Removed the cuff from the resident?		
19. Assisted the resident into a comfortable position?		
20. Cleaned and placed the equipment in appropriate areas?		

All items must be marked "Yes" for attainment of this objective. If you have any questions, consult with your instructor. If you feel confident that you have mastered this objective, tell your instructor that you are ready to take the written test.

WRITTEN TEST_____

Student's Name: _____

Directions: Each of the questions below is followed by four suggested answers. Circle the one (a, b, c, or d) that is best.

1. What is the amount of pressure that is constantly present on the arterial walls?

   a. hypertension
   b. hypotension
   c. systolic pressure
   d. diastolic pressure

2. What is the blood pressure?

   a. an exchange of gases between the blood and air in the lungs
   b. a wave of blood that moves through the body's arteries when the heart contracts
   c. the force of blood exerted against an arterial wall
   d. balance between the heat production and heat loss

3. What does 120 represent in the blood pressure reading 120/80?

   a. systolic pressure
   b. diastolic pressure
   c. hypertension
   d. hypotension

4. Which of the following conditions would cause the blood pressure to increase?

   a. raising the head of the bed
   b. lowering the head of the bed
   c. stress of shock
   d. rest or sleep

5. What is the normal range for adult blood pressure?

   a. systolic 60-90mm Hg and diastolic 40-60mm Hg
   b. systolic 100-110mm Hg and diastolic 60-80mm Hg
   c. systolic 110-140mm Hg and diastolic 60-90mm Hg
   d. systolic 120-160mm Hg and diastolic 70-90mm Hg

6. Which of the following blood pressure readings may indicate shock?

   a. 90mm Hg or below, systolic
   b. 90mm Hg or below, diastolic
   c. 150mm Hg or below, systolic
   d. 150mm Hg or below, diastolic

Continued on the next page.

WRITTEN TEST (continued)

7. Of which of the following must the cloth cuff be free?

   a. water
   b. blood
   c. air
   d. moisture

8. When taking a resident's blood pressure, you usually inflate the cloth cuff until the gauge shows which of the following readings?

   a. 100
   b. 140
   c. 160
   d. 190

WRITTEN TEST ANSWER KEY

1. d
2. c
3. a
4. b
5. d
6. a
7. c
8. c

PERFORMANCE TEST _____

Performance Checklist

Directions for the Evaluator/Instructor: Provide the student with a sphygmomanometer, a stethoscope, antiseptic pads, and a subject. Have the student obtain the subject's blood pressure. Evaluate the student's performance using this checklist. All tasks should be evaluated as satisfactory for successful achievement of this performance objective.

Student's Name: _____

Evaluator: _____ Date: _____

Task	Evaluator's Ratings	
	Satisfactory	Not Satisfactory
1. Assembled the necessary equipment.	_____	_____
2. Prepared to measure the resident's blood pressure.	_____	_____
3. Wrapped the sphygmomanometer cuff around the resident's arm.	_____	_____
4. Closed the valve on the air-pressure bulb.	_____	_____
5. Placed the stethoscope over the brachial artery.	_____	_____
6. Squeezed the air-pressure bulb to inflate the cuff.	_____	_____
7. Opened the valve and released air.	_____	_____
8. Recorded the systolic pressure and the diastolic pressure.	_____	_____
9. Removed the cuff from the resident.	_____	_____
10. Cleaned and replaced equipment.	_____	_____

COMMENTS: _____

_____

_____

END OF SAMPLE STUDENT LEARNING GUIDE

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State of Florida
Department of Education
Betty Castor, Commmissioner of Education
Tallahassee, Florida 32399
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE Reprint 1/15/92 **HO 174**

Career Merit Achievement Plan

(Career MAP)

Nursing Assistant
(HO 17.060200)

Produced by
The Center for Instructional Development and Services
College of Education
Florida State University

For further information, contact
Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
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Knott Building
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Career Merit Achievement Plan

(Career MAP)

Nursing Assistant
(HO 17.060200)

This Merit Achievement Plan records the achievements of

Student's Name _____

ID Number _____

Address _____

_____

School Name _____

Address _____

_____

Telephone ( ) _____
area code extension

Primary Instructor's Name _____

Initials _____

Other Instructor's Name _____

Initials _____ Signature _____

Date Started _____ Date Completed _____

I confirm that the information on this page is accurate.

_____
Primary Instructor's Signature Date

Acknowledgments

The following business/industry representatives are recognized for their valuable contributions to the identification and validation of the competencies reflected in this MAP:

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Gary Carroll, Designer

Job Titles

Nursing Assistant

Nursing Assistant (HO 17.060200)
Nurse Aide (355.674-014)

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This Career MAP includes the performance and knowledge competencies required for entry employment as a nursing assistant/nurse aide. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their workforce needs.

Purposes of the MAP

The MAP is designed to display the intended outcomes and the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or in those that appear at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the competencies he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her performance level on all the appropriate competencies and to fill in the form on the title page of this document.

Employer. The MAP shows an employer the competencies demonstrated by the student (a prospective employee) and the proficiency level achieved on each competency. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

How to Rate Student Performance

Performance Competencies. Ratings on SPSs that are performance competencies should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of employer or supervisor.

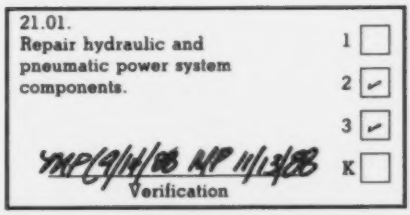
For each skill performed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

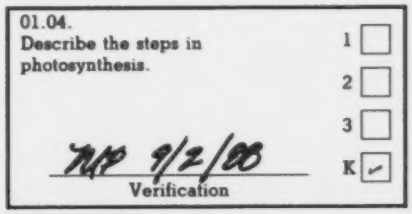
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance competency is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



Note: An SPS without a checked rating indicates that the learner has not performed the standard—from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

Nursing Assistant (NA) Student Performance Standards

01.0 Use Verbal and Written Communication.

01.01. Identify and use various forms of communication. 1 2 3 K Verification	01.02. Identify barriers to communication. 1 2 3 K Verification	01.03. Use basic medical terminology and approved abbreviations. 1 2 3 K Verification
01.04. Demonstrate effective interpersonal relationships. 1 2 3 K Verification	01.05. Receive and give oral report of patient's status. 1 2 3 K Verification	01.06. Report and record objective, pertinent observations. 1 2 3 K Verification
01.07. Maintain current patient documentation. 1 2 3 K Verification	01.08. Obtain specified data from patient and patient's family. 1 2 3 K Verification	01.09. Utilize verbal and written information to assist with the patient's plan of care. 1 2 3 K Verification

02.0 Demonstrate Legal and Ethical Responsibilities.

02.01. Practice within the role and scope of the job description. 1 2 3 K Verification	02.02. Identify the role of each health care team member. 1 2 3 K Verification	02.03. Explain the patient's "Bill of Rights." 1 2 3 K Verification
02.04. Maintain confidentiality of patient information. 1 2 3 K Verification	02.05. Describe the purpose of chain of command (e.g., to resolve patient or employee problems). 1 2 3 K Verification	02.06. Follow policies and procedures affecting the health, safety, and well-being of patients. 1 2 3 K Verification
02.07. Recognize and report signs and symptoms of abuse and neglect. 1 2 3 K Verification	02.08. Recognize and report signs of substance abuse. 1 2 3 K Verification	02.09. Follow legal guidelines in charting. 1 2 3 K Verification

03.0 Provide Emergency Care.

03.01. Perform emergency measures, including CPR. 1 2 3 K _____ Verification	03.02. Identify emergency evacuation procedures. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

04.0 Perform Aseptic Techniques.

04.01. Wash hands. 1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

Nursing Assistant (NA) Student Performance Standards

05.0 Describe the Anatomy and Physiology of the Human Body.

05.01. Describe the basic structure and function of body systems. 1 2 3 K Verification	05.02. Describe the relationships of body systems in providing patient care. 1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

06.0 Perform Physical Comfort and Safety Functions.

06.01. Care for equipment and supplies. 1 2 3 K Verification	06.02. Maintain patient units. 1 2 3 K Verification	06.03. Maintain service areas on the units. 1 2 3 K Verification
06.04. Observe and report patient's daily behavior. 1 2 3 K Verification	06.05. Observe and report patient's mental awareness. 1 2 3 K Verification	06.06. Adjust bed and siderails. 1 2 3 K Verification
06.07. Lift, hold, or transfer patient using good body mechanics. 1 2 3 K Verification	06.08. Transfer patient from bed to wheelchair using mechanical lifters. 1 2 3 K Verification	06.09. Turn and position patient. 1 2 3 K Verification

Continued on next page.

06.0 (Continued)

06.10. Apply protective devices as directed (e.g., vest, belt, wrist, and ankle restraints). 1 2 3 K _____ Verification	06.11. Apply comfort devices as directed (e.g., footboard, overbed cradle, sandbag, and alternating pressure mattress). 1 2 3 K _____ Verification	06.12. Assist patient to dangle. 1 2 3 K _____ Verification
06.13. Assist patient to walk. 1 2 3 K _____ Verification	06.14. Assist patient in crutch-walking. 1 2 3 K _____ Verification	06.15. Assist patient in using cane. 1 2 3 K _____ Verification
06.16. Assist patient in using walker. 1 2 3 K _____ Verification	06.17. Assist patient in using wheelchair. 1 2 3 K _____ Verification	1 2 3 K _____ Verification

07.0 Provide Personal Patient Care.

07.01. Give bed bath. 1 2 3 K _____ Verification	07.02. Assist with tub bath or shower. 1 2 3 K _____ Verification	07.03. Give shampoo. 1 2 3 K _____ Verification
07.04. Shave patient. 1 2 3 K _____ Verification	07.05. Provide skin care. 1 2 3 K _____ Verification	07.06. Provide foot care. 1 2 3 K _____ Verification
07.07. Groom hair. 1 2 3 K _____ Verification	07.08. Groom nails. 1 2 3 K _____ Verification	07.09. Assist with oral hygiene. 1 2 3 K _____ Verification

Continued on next page.

07.0 (Continued)

07.10
Give denture care.
1 2 3 K
Verification

07.11.
Administer oral hygiene to an unconscious patient.
1 2 3 K
Verification

07.12.
Assist with using bedside commode.
1 2 3 K
Verification

07.13.
Assist with using bedpan.
1 2 3 K
Verification

07.14.
Assist with using urinal.
1 2 3 K
Verification

07.15.
Assist patient in getting dressed.
1 2 3 K
Verification

07.16
Assist with meals.
1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

08.0 Perform Nursing Procedures.

08.01.
Admit patient.
1 2 3 K
Verification

08.02.
Transfer patient.
1 2 3 K
Verification

08.03.
Discharge patient.
1 2 3 K
Verification

08.04.
Make unoccupied and occupied beds.
1 2 3 K
Verification

08.05.
Take and record patient's pulse and respiration.
1 2 3 K
Verification

08.06.
Take and record patient's blood pressure.
1 2 3 K
Verification

08.07.
Take and record patient's temperature.
1 2 3 K
Verification

08.08.
Take and record patient's height and weight.
1 2 3 K
Verification

08.09.
Assist patient in passive range of motion exercises.
1 2 3 K
Verification

Continued on next page.

08.0 (Continued)

08.10.
Apply anti-embolic hose.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.11.
Collect routine urine specimen.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.12.
Strain urine.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.13.
Collect and test urine for sugar and acetone.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.14.
Collect timed urine specimen.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.15.
Monitor catheter drainage system.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.16.
Monitor fluid intake and output (I&O).
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.17.
Observe, record, and report patient's emesis.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.18.
Assist patient with sitz bath.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.19.
Monitor and assist with care of catheters.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.20.
Change ostomy appliance.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.21.
Collect stool specimen.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.22.
Assist with postmortem care.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

09.0 Apply Principles of Nutrition.

09.01. Identify nutrients and food groups.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.02. Explain regional, cultural, and religious food patterns.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.03. Describe special diets.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.04. Prepare a basic food plan.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.05. List factors which must be considered when storing food.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.0 Provide Care for Geriatric Patients.

10.01. Identify safety principles as related to the elderly.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.02. Describe general characteristics, particular needs, and problems of the elderly.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.03. Identify attitudes and living habits which promote positive mental and physical health for the elderly.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.04. Distinguish between fact and fallacy about the aging process.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.05. Identify community resources and services available to the elderly.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.06. Apply Reality Orientation Techniques.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.07. Provide and involve patients in diversional activities.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.08. Identify common alterations in elderly patient behavior.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.09. Provide care for patients with special needs (e.g., impaired hearing, impaired vision, immobility, and impaired body functions).
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.0 Apply the Principles of Infection Control.

11.01.
Provide care for patients with infectious diseases.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.02.
Identify at-risk behavior which promotes the spread of AIDS.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.03.
Identify the public education necessary to combat the spread of sexually transmitted diseases.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.04.
Practice universal precautions according to Centers for Disease Control guidelines.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.05.
Serve isolation food tray.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.06.
Put on and remove isolation garments.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.07.
Collect specimen from isolated patient.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

11.08.
Remove materials from isolation unit.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

12.0 Provide Bio-Psycho-Social Support.

12.01.
Identify basic human needs.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

12.02.
Discuss family roles and their significance to health.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

12.03.
List community resources for individual and family health.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

12.04.
Identify components of the grief process.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

12.05.
Respond to emotional needs of patient and family.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

13.0 Perform Supervised Management Functions.

13.01. Organize patient care assignments. 1 2 3 K _____ Verification	13.02. Complete assignments accurately and in a timely manner. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

14.0 Assist with Rehabilitative Activities.

14.01. List the purposes of rehabilitation. 1 2 3 K _____ Verification	14.02. Assist patient with specified rehabilitation needs. 1 2 3 K _____ Verification	14.03. Assist patient to reach optimum level of independence. 1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

Nursing Assistant (NA) Student Performance Standards

15.0 Demonstrate Employability Skills.

15.01. Conduct a job search. 1 2 3 K Verification

15.02. Secure information about a job. 1 2 3 K Verification

15.03. Identify documents that may be required when applying for a job. 1 2 3 K Verification

15.04. Complete a job application. 1 2 3 K Verification

15.05. Demonstrate competence in job interview techniques. 1 2 3 K Verification

15.06. Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 2 3 K Verification

15.07. Identify acceptable work habits. 1 2 3 K Verification

15.08. Demonstrate knowledge of how to make job changes appropriately. 1 2 3 K Verification

15.09. Demonstrate acceptable employee health habits. 1 2 3 K Verification

16.0 Demonstrate Knowledge of Sexually Transmitted Diseases (STDs), Including AIDS.

16.01. Distinguish between fact and fallacy about the transmission and treatment of STDs. 1 2 3 K Verification

16.02. Identify community resources and services available to victims of STDs. 1 2 3 K Verification

16.03. Identify at-risk behaviors which promote the spread of AIDS and the public education necessary to combat the spread of STDs. 1 2 3 K Verification

16.04. Apply infection control techniques designed to prevent the spread of STDs to the care of *all* patients following Centers for Disease Control guidelines. 1 2 3 K Verification

1 2 3 K Verification

1 2 3 K Verification

1 2 3 K Verification

1 2 3 K Verification

1 2 3 K Verification

Nursing Assistant (NA) Student Performance Standards

Cooperative Work Experience

In addition to the classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience as shown below.

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Dates _____ Employer _____

Employer's Address _____

Supervisor's Name and Title _____

Notes

The instructor may record comments here on the student's performance and attitudes or supply other information about the qualifications of the student as a potential employee.

Instructor's Signature

Date

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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